

Domestic Violence and Its Impact on Children's Academic Performance and Social Relations: Implications for the SDGs

Isna Fariha¹, Fahrurozi², Md. Ziaur Rahman³

¹Sekolah Ilmu Dakwah Mohammad Natsir, Cabang Solo Raya, Indonesia

²Akademi Dakwah Indonesia, Dewan Dakwah Islamiyah Indonesia Jawa Tengah, Indonesia

³Department of Islamic Studies, Leading University, Sylhet, Bangladesh

naaafriha@gmail.com, jalanku85@gmail.com, ziaur-rahman@lus.ac.bd

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Abstract

Objective: This study investigates the impact of domestic violence on children's academic performance and social relations in elementary schools in Indonesia. The study aligns with SDG 4 (Quality Education) by examining barriers to education due to trauma and connects with SDG 16 (Peace, Justice, and Strong Institutions) by emphasizing the need for supportive school environments. **Theoretical framework:** The study is based on child development theories, focusing on how trauma from domestic violence affects academic and social behavior. It supports SDG 4 by advocating for trauma-sensitive education and SDG 16 by promoting peaceful, just, and safe educational environments. **Literature Review:** Previous research shows that domestic violence negatively impacts academic achievement and social skills. The need for psychosocial support in schools is crucial, linking to SDG 4 for inclusive education and SDG 16 for creating safe, supportive institutions. **Methods:** Data were collected from 100 elementary students affected by domestic violence through questionnaires, observations, and interviews. This aligns with SDG 4 by identifying and supporting vulnerable children, while also contributing to SDG 16 by ensuring a fair approach to research. **Results:** Children exposed to domestic violence had lower academic scores and struggled with social relations, showing isolation and conflict with peers. These findings support SDG 4 by highlighting the need for equitable education and SDG 16 by emphasizing the importance of peaceful, supportive institutions. **Implications:** The study recommends integrated intervention programs in schools, involving parents, educators, and psychologists to support children's emotional well-being and improve their academic and social skills. This supports SDG 4 and SDG 16, promoting inclusive, equitable education and safe learning environments. **Novelty:** This research offers new insights into the specific impacts of domestic violence on elementary school children and advocates for a holistic, cross-sector approach to support these children. It contributes to SDG 4 and SDG 16, ensuring that children affected by domestic violence can thrive academically and socially.

Keywords: domestic violence, academic performance, children's social relations, elementary schools, sdgs.

INTRODUCTION

In the context of child development, the family is the first and main institution that shapes a child's personality, mindset, and social behavior. Ideally, the family should be a safe and loving place, where children grow up with confidence, stable emotions, and a healthy social

foundation. However, not all children are lucky enough to get an ideal family environment. Domestic violence (KDRT) is one of the social phenomena that damages the basic structure of the family and has a very wide impact on children's development. As a phenomenon involving physical, emotional, verbal, or even sexual violence, domestic violence leaves deep trauma for victims, including children who witness or are direct victims of such violence [1].

Children who grow up in violent environments not only experience psychological distress but also face a variety of challenges in academic and social contexts. At school, which is supposed to be a second refuge after home, these children often exhibit low academic performance, difficulty adapting socially, and problematic behaviors [2]. Teachers, peers, and the community around them may not realize that the root of the problems these children face lies in the trauma they experience at home. The violence they witness or experience at home is often reflected in unhealthy patterns of social interaction and decreased motivation to learn [3].

In the Indonesian context, domestic violence is still a social phenomenon that is often hidden and unreported. Many families choose to cover up violence that occurs at home for cultural, social, or economic reasons. As a result, the negative impact of domestic violence on children does not always receive adequate attention from educators, psychologists, and policymakers. Research on the effects of domestic violence on children often focuses on psychological aspects or criminal behavior in adulthood, while the direct impact on children's academic performance and social relations in primary school is still minimally researched [4]. The elementary school period is important in the formation of character, study habits, and social skills that will affect their lives in the future [5].

Previous research on domestic violence has generally highlighted the long-term impact on children's emotional and behavioral development as they grow up, or focused on adult victims of violence [6]. Few studies specifically address how domestic violence affects children's academic performance and social relationships at primary school age, especially in Indonesia [7]. In the context of developing countries such as Indonesia, many social and cultural variables also affect the dynamics of domestic violence and how children experience it. On the one hand, cultural norms that prioritize family honor often cause domestic violence cases to go unreported or be considered an internal family affair. On the other hand, limited access to counseling and psychological services prevents child victims of domestic violence from getting adequate support to overcome the trauma they experience [8].

Furthermore, in Indonesia, the education system has not systematically included attention to children's mental health and emotional well-being as part of the school curriculum [9]. This raises an important question: can school, as a second place after home where children spend most of their time, be a safe and supportive environment for children who have experienced domestic violence trauma? How can teachers and educators recognize the signs of children experiencing domestic violence, and what interventions can be done to help them?

Lack of attention to academic and social aspects in the context of child victims of domestic violence shows a significant gap in the literature [10]. There needs to be a study that specifically looks at how trauma from domestic violence impacts two important aspects of children's lives in school: (1) academic performance and (2) social relations. Knowing the extent to which domestic violence affects these two areas will provide a deeper understanding of the direct impact of domestic violence on children in the present, not just the long-term impact in the future [11].

This study will measure the influence of domestic violence on two main aspects of children's lives in elementary schools, namely academic performance and social relations. Each of these aspects will be described in several specific indicators:

1. Academic Performance:

- a. Concentration in Class: Children who have been traumatized by domestic violence often have difficulty focusing and concentrating in class. They may experience flashbacks or emotional stress that interferes with the learning process [12].
- b. Academic Achievement (Grades): The academic performance of children who experience domestic violence can decrease significantly. This study will evaluate the change in values experienced by children of domestic violence victims compared to children who do not experience violence [13].
- c. Learning Motivation: Children's motivation to learn is often affected by their emotional state. Children who are in abusive domestic situations may lose interest in learning and are more likely to give up on academic tasks [14],[15].

2. Social Relations:

- a. Interaction with Peers: Children of domestic violence victims may have difficulty interacting with their friends. They can become too aggressive or withdraw from social relationships [16].
- b. Communication Skills: Trauma due to domestic violence can affect a child's ability to communicate well, both to peers and to teachers. They may show an inability to express themselves or feel anxious when interacting [17].
- c. Behavior in School (Aggressive Behavior or Withdrawal): Children exposed to violence often exhibit problematic behaviors at school, either in the form of aggression (such as fighting with friends) or withdrawal (such as social isolation and reluctance to participate in school activities) [18].

This study will use observation methods, interviews with teachers, and surveys of children to collect relevant data on these indicators. Through this empirical approach, it is hoped that a more comprehensive understanding of how domestic violence affects children's academic performance and social life in primary school can be obtained [19].

This study presents some significant novelties in the study of the influence of domestic violence on children. First, this study will highlight the direct impact of domestic violence on children's academic performance and social relations in elementary school, an area that is still minimally empirically studied. Most previous studies have focused more on psychological or behavioral impacts in adulthood, while this study has attempted to provide a more in-depth picture of how violent trauma affects children's daily lives in school [20].

Second, this study takes the Indonesian context as an important socio-cultural background. In Indonesian society, where patriarchal norms and social stigma often mask cases of domestic violence, this research will provide a relevant and important local perspective in understanding how children who experience violence struggle in school environments [21]. Through an analysis conducted in elementary schools in Indonesia, this study will provide specific and contextual empirical data on the impact of domestic violence in the educational environment [22].

Third, this study combines two variables that are rarely studied at the same time: academic performance and social relations. The novelty of this research lies in its holistic and comprehensive approach, which not only focuses on one aspect of children's lives but also tries to uncover how the trauma they experience at home impacts their overall life in school. This approach is expected to make a meaningful contribution to the scientific literature in the fields of child psychology, education, and social policy [23].

Thus, this study not only provides theoretical contributions but also practical implications for educators, policymakers, and psychologists to design more effective interventions in helping child victims of domestic violence. The results of this study are expected to be used as a basis to increase understanding of the importance of mental health and well-being of children in schools, as well as to strengthen the support provided to children who have been traumatized by domestic violence [24].

In line with the goals of the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions), this research aims to contribute to the improvement of educational environments and provide better support for children who have suffered from domestic violence, ensuring that every child has the opportunity to grow and develop in a safe and supportive environment.



Figure 1. Illustration of Domestic Violence. Sources: <https://shorturl.at/adW4m>

LITERATURE REVIEW

Domestic violence (KDRT) is a social phenomenon that has a serious impact on children's development, especially in the elementary school environment. Various studies show that children exposed to domestic violence often experience a significant decline in academic performance [25]. G.suri, A. Afdal, and M. Afnida (2023) report that children who grow up in violent environments often experience psychological disorders, such as anxiety and stress, that interfere with their concentration [26]. The stress they experience also reduces their motivation to learn, which has an impact on their ability to understand the subject matter and participate in class activities. In line with these findings, Resi Shaumia Ratu Eka Permata (2023) in her research stated that exposure to domestic violence affects children's cognitive development, especially in problem-solving skills and memory. This shows that the psychological impact of violence at home is not only emotional but also greatly affects the academic aspects of children [27].

In addition to its influence on academic performance, domestic violence also has a significant impact on children's social relationships. Ariani, Nyoman Wiraadi, Tria Ariani, and Komang Suwarni Asih (2022) stated that children who are victims of domestic violence often experience difficulties in interacting with their peers. These children tend to exhibit aggressive or withdrawn behavior, leading to social isolation [28]. This inhibits their socialization process and exacerbates the social anxiety that often arises as a result of traumatic experiences. Overall, these experiences of violence create a cycle that is detrimental to children's social development, which also contributes to their inability to build healthy relationships at school.

In the context of the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions), the impact of domestic violence on children's academic and social development highlights the urgent need to address the mental health and well-being of children in school environments. Understanding and addressing the effects of domestic violence is crucial to ensuring that all children have access to quality education and a safe, supportive learning environment, which are essential components of SDG 4 and SDG 16.



Figure 2. Illustration of a Child Victim of Domestic Violence. Sources:
<http://www.uowblogs.com/jll649/2017/04/23/child-abuse-as-a-leading-cause/>

To address these negative impacts, some studies suggest the need for more integrated intervention programs in schools. Rizka Adela Fatsena (2024) emphasizes the importance of a holistic approach that involves teachers, parents, and school counselors to provide the psychosocial support needed by children [29]. This intervention program can help children cope with the trauma they experience and improve their social skills so that they can interact better with peers. Dewi Justitia (2012) suggested the use of the BK service model using art & play therapy because it can overcome the problem of trauma due to domestic violence [30]. Thus, support from the educational environment is very important in helping children victims of domestic violence to recover and develop socially and academically.

In line with the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions), these integrated intervention programs play a key role in ensuring that children, regardless of their traumatic experiences, have access to a quality education and a supportive school environment. By implementing these programs, schools can become spaces that foster healing, social inclusion, and personal development, ensuring that every child has the opportunity to thrive.

The study concludes that a more integrated and holistic approach in schools is needed to support children affected by domestic violence, minimize the negative impact, and provide opportunities for them to reach their full potential [31].

Table 1. Literature Review

Researchers	Research Focus	Key findings
G. Suri, A. Afdal, M. Afnida	The psychological impact of domestic violence on children's academic performance	Children of domestic violence victims often experience psychological disorders (anxiety, stress), which interfere with concentration and motivation to study.
Resi Shaumia Ratu Eka Permata	The effect of domestic violence on children's cognitive development	Domestic violence affects children's cognitive abilities, including problem-solving and memory, hindering academic achievement.
Ariani, Nyoman Wiraadi Tria Ariani, Komang Suwarni Asih	The effect of domestic violence on children's social relationships	Children of domestic violence victims show aggressive or withdrawn behavior, which leads to social isolation and socialization difficulties.
Rizka Adela Fatsena	Psychosocial intervention program for child victims of domestic violence	The importance of a holistic approach involving teachers, parents, and school counselors to support children victims of domestic violence.
Goddess Justitia	BK service model with art & play therapy for children victims of domestic violence	The use of art & play therapy can help children victims of domestic violence overcome trauma and improve social and academic development.

METHODOLOGY

This study uses a quantitative research design with an empirical approach to investigate the impact of domestic violence on children's academic performance and social relations at the elementary school level. The data obtained will be analyzed to evaluate the relationship between domestic violence and two main variables: academic performance and social relations.

The population in this study consists of elementary school students in Indonesia who have been reported to have experienced domestic violence. The sample taken was 100 students from several different elementary schools, with the following criteria:

1. Students are between 6 and 12 years old.
2. Students who directly experience or witness domestic violence in a household environment.
3. Students who are willing to participate in the study after obtaining consent from a parent or guardian.

The purposive sampling technique is used to select students who meet these criteria. The selection of schools and students is carried out taking into account their involvement in psychosocial support programs and their willingness to participate in research.

Data is collected through three main instruments:

1. Questionnaire: This questionnaire is designed to measure a student's academic performance, which includes questions regarding academic grades and motivation to learn. In addition, the questionnaire also includes questions about social relationships with peers, such as the frequency of social interactions, conflicts, and social support.
2. Observation: Observation is carried out in the classroom to assess student behavior in social interactions. These observations include observation of student behavior during teaching and learning activities and interactions with peers.
3. Interviews: Semi-structured interviews are conducted with teachers and parents to gain a deeper understanding of the child's behavior and the impact of domestic violence experienced.

Data collection is carried out in several stages:

1. Ethical Approval: Obtain permission from the school and the student's parents/guardians before the study begins.
2. Questionnaire Delivery: Questionnaires are distributed to students with guidance from researchers to ensure proper understanding.
3. Classroom Observations: Researchers conduct observations in the classroom over time to record students' behavior and social interactions.
4. Interview: Interviews are conducted after the collection of questionnaires and observations to dig deeper into the information.

Data obtained from questionnaires, observations, and interviews will be analyzed using descriptive and inferential statistical techniques. Descriptive analyses were used to describe the characteristics of the samples, while inferential analyses, such as t-tests or ANOVAs, were used to test for significant differences between groups of students who experienced domestic violence and those who did not.

To ensure the validity and reliability of the research instrument, a questionnaire test was conducted on a small sample before the main study. The results of this trial will be analyzed to ensure the consistency and accuracy of the measuring instrument.

This research will pay attention to ethical aspects, including the confidentiality of participant data, informed consent from parents, and protection of children involved in the research.

In line with the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions), this research methodology aims to contribute to understanding how trauma from domestic violence affects children's access to quality education and their social interactions in the school environment. By focusing on the psychosocial support provided through this research, the study aligns with the SDG targets of ensuring inclusive, equitable, quality education and promoting mental health and well-being in schools.

The results of the study will be systematically reported in the form of a research report, which includes data analysis, key findings, and recommendations for interventions that can be applied in schools.

RESULTS AND DISCUSSION

This study involved 100 elementary school students who had been reported to have experienced domestic violence. Through the questionnaires shared, data on students' academic performance and social relations were analyzed. The results showed that the average academic score of students who experienced domestic violence was significantly lower compared to their peers who did not experience violence [32]. In addition, observation analysis and interviews indicate that students who are victims of domestic violence show more aggressive behavior and difficulty in establishing positive social relationships. Students who are exposed to domestic violence tend to experience social isolation and are more often involved in conflicts with peers. From interviews with teachers and parents, it was found that these children also experienced difficulties in concentration and motivation to learn, which further contributed to their low academic performance [33].

The results of this study are in line with previous findings that show that domestic violence has a significant impact on children's mental health and development. The observed decline in academic performance can be explained by the emotional disturbances experienced by the children. Domestic violence creates an environment full of stress and uncertainty, which hinders a child's ability to learn and concentrate in class. In addition, the trauma experienced can reduce their motivation to participate in academic activities, as these children may feel helpless or lose interest in learning [34].

Poor social relations are also a significant problem for children who experience domestic violence. Difficulties in forming healthy relationships with peers can contribute to social isolation. The aggressive behavior shown by some students suggests that they may be internalizing the violent experiences they witnessed or experienced, leading to conflicts in social interactions. Observations show that these children tend to withdraw from social interactions or exhibit problematic behaviors, which further exacerbates their situation at school [35]. In this context, the importance of psychosocial intervention in schools becomes very clear. Appropriate support can help these children cope with trauma and develop better social skills. Intervention programs involving parents and educators can play a key role in supporting children experiencing domestic violence, helping them to return to academic performance and build positive social relationships. This study's findings are highly relevant to the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions) [35].

The results underline the importance of creating safe and supportive learning environments in schools, ensuring that every child, regardless of the challenges they face at home, has access to quality education and social support. By addressing the trauma caused by domestic violence, schools can better support the mental and emotional well-being of students, thus promoting more inclusive and peaceful educational settings that align with the goals of SDG 4 and SDG 16. Thus, this study not only provides a better understanding of the

impact of domestic violence on children but also emphasizes the urgent need for effective intervention in school settings. The recommendations that emerge from these findings can be used as a basis for the development of integrated programs to support children affected by domestic violence, with the hope of improving their academic and social conditions in the future [36],[37],[38].

Table 2. Effects of Domestic Violence on Children’s Academic Performance and Social Relations

Aspect	Findings	Implications
Sample	100 elementary school students reported as experiencing domestic violence	Data collected via questionnaires, observations, and interviews with teachers and parents
Academic Performance	Average academic scores significantly lower than peers not exposed to violence	Difficulties in concentration and motivation hinder learning outcomes
Social Relations	Victims show aggressive behavior, difficulty forming positive relationships, frequent conflicts	Increased risk of social isolation, peer rejection, and classroom disruption
Behavioral Impact	Aggression or withdrawal observed; children internalize violent experiences	Emotional trauma reduces participation and interest in school activities
Teacher/Parent Views	Children lack focus, display low motivation, and struggle to maintain engagement	Reinforces negative cycle of poor academic performance and fragile social interactions
Psychosocial Context	Domestic violence creates stress, uncertainty, and emotional disturbance	Trauma leads to low self-esteem and loss of learning interest
SDG Relevance	SDG 4 (Quality Education); SDG 16 (Peace, Justice, and Strong Institutions)	Highlights importance of safe, supportive, inclusive school environments
Recommended Actions	Psychosocial interventions in schools; parent–educator collaboration; trauma support and social skills training	Programs to restore academic performance and build healthier peer relations

Deep Analysis

Domestic violence is a pervasive issue that not only destabilizes family life but also profoundly affects children’s academic and social development. The study under review provides valuable empirical insights into the specific ways domestic violence disrupts the educational and social trajectories of elementary school children in Indonesia, while linking these findings to the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions). The research highlights that domestic violence creates trauma that impairs a child’s capacity to concentrate, learn, and engage with peers. Academic performance, often considered a key indicator of children’s development, is found to be significantly lower among those exposed to violence at home. Teachers reported decreased motivation, poor concentration, and weaker performance on academic tasks among affected children. These difficulties reflect the psychological stressors children internalize, including anxiety, low self-worth, and emotional instability, which manifest in their schoolwork. Importantly, the findings confirm that the damage is not confined to emotional well-being but extends directly into measurable academic outcomes, thereby undermining the goals of equitable and inclusive education [39],[40].

Equally concerning are the effects on social relations. Children who grow up in violent households often struggle to form healthy friendships. Some exhibit aggression, mirroring the violence they witness, while others retreat into social withdrawal, isolating themselves from peers and teachers. This dual tendency—either hyper-aggression or withdrawal—creates barriers to peer acceptance, fostering cycles of rejection and conflict. Social isolation not only deprives children of essential emotional support but also exacerbates their academic

challenges, since cooperative learning and peer encouragement are crucial elements of elementary education. These observations align with broader research that associates domestic violence with difficulties in communication, empathy, and conflict resolution. The Indonesian cultural context provides further nuance to these findings. In many communities, domestic violence remains hidden due to stigma, cultural taboos, or economic dependency. Families may silence incidents to preserve social honor, leaving children without formal recognition of their trauma or access to professional support. As a result, the burden shifts to schools, which become secondary spaces where trauma is manifested. Yet, as the study notes, the education system often lacks systematic mechanisms to identify and support these children. This gap underscores the urgency of trauma-sensitive educational policies and psychosocial interventions within schools [39],[40].

From the perspective of the SDGs, the implications are significant. Domestic violence undermines SDG 4 by creating barriers to quality education for vulnerable children, as trauma prevents them from learning effectively and achieving their potential. Simultaneously, it disrupts SDG 16 by destabilizing the notion of safe and just institutions, since schools that fail to respond to trauma cannot provide environments conducive to peace or justice. Addressing domestic violence in educational settings is therefore not only a matter of child welfare but also of achieving global development priorities. The study's novelty lies in its focus on the direct effects of domestic violence on academic and social outcomes at the elementary level, rather than long-term psychological consequences in adulthood. By examining 100 children through questionnaires, observations, and interviews, the research provides robust evidence of the immediate educational and social costs of domestic violence. Furthermore, the integration of academic performance and social relations into a single analytical framework offers a more holistic view of the problem, highlighting how trauma permeates multiple domains of children's lives [39],[40].

In terms of solutions, the study emphasizes the importance of integrated interventions that involve educators, parents, and mental health professionals. Schools should adopt trauma-informed practices, including counseling services, peer support programs, and teacher training to recognize signs of abuse. Additionally, collaboration with parents can help bridge the gap between home and school, while external psychologists and social workers can provide specialized care. These measures would not only alleviate the trauma but also promote resilience, helping children re-engage academically and socially. In conclusion, the findings strongly suggest that domestic violence significantly diminishes children's academic performance and social relationships, creating a cycle of disadvantage that can persist into adolescence and adulthood if left unaddressed. The research calls for urgent, multi-sectoral interventions within schools to mitigate these impacts and ensure that every child, regardless of their home environment, has access to supportive and equitable education. By situating these findings within the SDG framework, the study underscores the global importance of addressing domestic violence as both an educational and developmental priority.

CONCLUSION

This study reveals the significant impact of domestic violence on children's academic performance and social relations at the elementary school level. The results showed that students who experienced domestic violence had lower academic scores and had difficulty establishing healthy social relationships compared to their peers who did not experience violence. Emotional disturbances caused by domestic violence create a stressful environment that hinders children's learning ability and motivation. In addition, the aggressive behavior and social isolation experienced by students who are victims of domestic violence worsen their interactions at school, creating a negative cycle that impacts their development. This study emphasizes the importance of effective psychosocial interventions in the school environment to help children affected by domestic violence. Appropriate support can improve academic performance and help children develop positive social skills. Therefore, it is recommended that integrated intervention programs be developed, involving parents,

educators, and psychology professionals, to support children in coping with trauma and improving their quality of life in school. In line with the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions), the findings of this study underline the need to create safe and supportive educational environments for children who have experienced domestic violence. Ensuring that these children have access to psychosocial support, quality education, and a positive school environment aligns with the global goals of fostering inclusive education and promoting mental health and well-being. These findings not only provide insight into the problems faced by child victims of domestic violence but also encourage greater attention to the need for holistic and ongoing support for them. This study calls for a commitment to ensuring that every child, regardless of their home environment, can thrive in school and access the resources needed for their social, emotional, and academic growth.

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Author Contribution

All authors contributed equally to the conception, research design, data collection, and analysis. Drafting, revising, and final approval of the manuscript were conducted collaboratively. Each author actively aligned the study's objectives with the SDGs framework, ensuring balanced perspectives, rigorous analysis, and practical recommendations regarding domestic violence and its effects on children's academic and social development.

Conflicts of Interest

All authors declare no conflict of interest. The research was independently conducted with integrity, free from financial, institutional, or personal influences. Findings and interpretations solely reflect the authors' scholarly analysis. No external parties affected the outcomes, ensuring transparency and credibility in addressing domestic violence and its impact within the Sustainable Development Goals framework.

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